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life, to help build her character are tasks which bring to the instructor and the library rich returns.

In a large library one person should give full time to the class while it is in session, and she should be a graduate of a library school, with several years' experience. A recent graduate grafts upon the secondary school too many ideas and practices which belong to higher education and is often too immature herself to develop the students properly. Each department chief should give one talk upon the work of his or her department, and one or two courses may well be carried by members of the staff to give variety in the classroom.

The plan as outlined is suited to a large branch library system but it may be adapted to a smaller library by simplification, retaining principles and proportions. It has been used in a medium sized library, to meet an immediate need, by employing an experienced worker for the school term, the instructor's previous ignorance of the library system and the city in question proving no handicap. Given the will to do so, the small library can adapt the plan to its purposes, for the time given in instruction to the few students needed would soon be counterbalanced by their assistance, if originality and inventiveness entered into the planning. Two or three very small libraries, unable to give the

time or employ an instructor, can co-operate in such training. This arrangement has not been tested but is about to be put into operation by two very small neighboring libraries.

Factors which powerfully affect all local training and which have not been discussed in this paper are the library organization, the salary schedule, the use of a clerical force, the attitude of the library board and the ability of the librarian. An important factor which has been mentioned is the availability of college students for training classes when the library is far removed from library school. This usually raises the entrance requirements and the standard of the course, and it is right that it should do so, but would it not be better that library schools be established at these points?

We look forward to a great increase in the number of library schools, but there will be for many, many years a need for local training, and it is time that library school and library join in a movement toward a fair adjustment of present highly diverse practices and work toward a standard of secondary training which shall lay a foundation for higher training, be flexible enough to adapt to every local condition, and dignified enough to take its place in a plan of library education leading to professional standing and recognition.

PREPAREDNESS TO MEET NEW EDUCATIONAL DEMANDS

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"Preparedness to Meet New Educational Demands" is the topic assigned me by the Chairman of this, the Children's Librarians Section of the A. L. A., and, therefore, I take it for granted that the educational demands which we are to consider are entirely those made for children, or at least in their interest. It is difficult to consider this as a separate and distinct topic, since we all know that education is a continuous process and ceases only with life itself.

After all, what is the object of education? Is it not "to better enable the one educated to solve the world's problems, be they great or small, and this for the benefit and happiness of the individual and also of humanity at large" (Humphrey. Founders' Day Report, 1914, p. 29). The much read, oft quoted Mr. Dewey tells us that "An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of

the given individual to be educated," and that "an aim must be capable of translation into a method of coöperating with the activities of those undergoing instruction."

Here then is the first outline of the plan of preparedness to meet new educational demands: To recognize our object and our aim, to know the individual, both as an individual and in the mass, to be thoroughly familiar with the systems of education which have become prevalent, orthodox or heterodox alike, and that our success or failure depends upon our capacity to *unite*.

To know the new educational demands is one thing—to meet them is quite another. And in order to prepare for the future it is requisite and necessary to have first, a broad knowledge of the past; second, a concrete knowledge of the present, and, third, an ability to read the plan of the ages in terms of the future. The first two requisites may be acquired by anyone and while the third is a gift, yet it is granted to many and to all of us is given the opportunity to benefit from the prophecies of those fortunate chosen ones who do possess it. One possessing the gift in largest measure makes his vision useful to all when he tells us "We are at the beginning of an age in which it will be insisted that the same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states."

The state, in order to protect its life, has established a public-school system. The Governor of one of our states, who is himself well known in educational affairs, in speaking of compulsory education, has said: "In a pure democracy, the strength of the government is the average intelligence of the entire citizenry. To raise the standard of intelligence is the function of the public school. The state cannot exist without the school because intelligence would sink to such a low plane that participation by *all* the citizens in the common affairs of civic society would be impossible. Moreover there would be absent that essen-

tial leadership in skill and insight which makes for stable economic conditions." (Brumbaugh.)

So much for public schools—but what for public libraries?

What shall be the preparedness necessary for securing a recognized place in the system of education? From the first moment we enter library school or public library service, we hear it proudly claimed that the public library is an integral part of public education. Is this the truth? or can a proper preparedness to meet the new educational demands make it the truth? Have not the past and the present proved that every school or course of science must have its science laboratory? In a practical age theories must be proved and thus become facts. What laboratory has the English Department, the History Department, the Romance Languages Department and all the various kindred departments but the library, which is an adjunct laboratory to every other laboratory. What is the difference in a plan of preparedness whether such a library be under the Board of Education control or supported by the Public Library? Of course, you and I have our own opinions as to which way is the better—but after all, it is the existence of the library itself for which we plead. The child who has found the library an accepted part of his school days will be the man who gives "the library a place in his daily life." "No system of education does more than assist the individual to educate himself." If, as we believe, education is a continuous process, can the preparedness go further to meet the new educational demands than by giving every child of school age an opportunity to form the library habit?

In a time when world problems weigh so heavily, the danger is great that libraries may be classed as luxuries and carelessly allowed to perish for lack of support. Whose is the fault? *You* know and *I* know guiltily and deep in our hearts that the fault does not lie entirely with a public, five-eighths of whom are indifferent, but that some blame attaches to a profession which has regarded itself, not as part of

the accepted plan of education, but more as a missionary, ready to convert and save those of the common herd, or as an *aristocracy* which honors democracy by serving it. From the time of the Gallean to the present day, only that which was definitely of and for the people themselves ever formed a characteristic and persistent factor in social and national life or habits. Here then is one way to prepare to meet the new educational demands made upon the library—by being of and for the people, and by giving to the children a service which is theirs by right of need and so make the library a characteristic and persistent factor in social and national life and habit, and not a charitable institution dependent upon the whims of a political body generous or niggardly with the changes of political seasons.

We hear much, and justly so, regarding the necessity of making the world safe for democracy and then more and more of democracy in the world, hopefully forgetting that nothing is more truly autocratic than democracy itself. Very recently every loyal American pondered well the utterance: "It is not up to the United States to force democracy onto the world." Most of those here tonight are blessed in having to do with a universal democracy, which does not have to be forced onto the world, but which the world gladly recognizes and accepts—the absolute and complete democracy of childhood.

Why should we reach out to prepare to meet new educational demands until we know whether those of an established democracy have been satisfactorily met. The troubled condition of the times has fortunately led us to consider minutely and exhaustively our present standards in child education in order that we may meet the present and the future faithfully and efficiently. The question which comes echoing from all sides, "What shall we do for the children in time of war?" finds the beginning of its answer in another question, "What have we done for them in times of peace?" Then follows the next query, "And what shall we do for them

when the war of liberation is finished and the world is made safe for democracy?" The first question cannot be answered to the satisfaction of one single individual interested in humanity, in economic progress, or in social advancement, until the other two have been considered carefully—and even prayerfully.

To know the new educational demands is one thing, to meet them is quite another. Our men preparing to go to the front are busy learning the languages of the entente allies. Here is our cue for preparedness to meet one new educational demand. To learn to speak and understand the language of our allies—the noble army of teachers, social workers, and all who serve to make the world safe for democracy. We speak glibly of Centralized administration of education, Vocational education, Technical schools, Continuation schools, Schools for immigrants, Courses in civics, Courses in home economics, Courses in agriculture, Evening high schools—their needs and possibilities, Conservation of the teacher, Conservation of the pupil, Junior college or Six-Four-Four plan, Platoon plan, Six-Six plan, Junior and senior high school, and so on and on and on, and yet what does it all mean to us? To be prepared to meet the educational demands our knowledge must be clear and our language one common to all the allies. We must know for instance that a junior high school is that portion or department of the public school system above the sixth elementary grade, including the seventh and eighth and usually the ninth also, which is organized under a distinctive internal management with a special principal and teaching staff, or under a six-year secondary school department divided into a junior and senior high school of three years each with one general management. (Johnston, C. H., N. E. A. 1916, p. 146.)

Teachers and librarians alike realize that new educational ideas combined with old traditions result in overloaded school curricula—and educational neuritis! But this is one thing we may know and must not express in the spoken word, because it is

merely a transition or intermediate state, the adolescent period of educational advancement, the change from static to dynamic education.

It is almost a shame to speak of preparedness in a land where, if two large states may be considered typical, 80 per cent of the children of a larger growth are found physically unfit for military duty. We *must know* this fact, resultant as it is upon the past, before we can prepare for the future, or care for the present. If old laws have failed, new laws must be enacted and American children must be protected. No attempts to break down laws, educational laws or labor laws, which do protect the children, must be tolerated. Is this an educational need? New, alas! it is not—but old, very old, and also very present. Why speak of preparedness to meet new educational needs when over 5,000,000 children under twelve years, but of school age, form an army of illiterates that would reach from coast to coast and will reach, more's the pity, from generation to generation. What greater danger can menace democracy than the untrained mind? The toiler must learn to think, not alone that he may lead, but also that he may follow and toil the more intelligently. "A diffused education, like a diffused prosperity, is necessary to democracy. In a democracy the government can hardly rise above the intellectual level of the mass. Where, as in America, the majority are but little inclined to submit their opinions to the judgment of a special intellectual class, it is absolutely essential that the mass of the people be intelligent. Never before was education so necessary." (Weyl. *New democracy.*)

Owen R. Lovejoy gave us a significant message when he said in speaking of child labor and the children it ruined: "Those of us who have dedicated ourselves to the protection of these defenseless ones must keep our heads clear and our motives unmixed, determining that whatever happens all other forms of treasure, all other forms of wealth, all other methods of defense shall be sacrificed before we compel the

children of America to pass through the fire!" Is this a new educational demand?

We have a bounden duty to perform, each one of us, in doing our bit to help make the world safe for the democracy of childhood. It is trite to say that a sound mind in a sound body is the rightful heritage of every child. Would to God it were as trite to find the heritage an actual possession! Whether or not we can prepare to meet the new educational demands is not yet written, but we can at least meet one of our obligations to education when we present the child to the freedom of literature. You recall what Arnold Bennett says of the freedom of literature: "He who has not been 'presented to the freedom' of literature has not wakened up out of his prenatal sleep. He is merely not born. He can't see; he can't hear; he can't feel in any sense. He can only eat his dinner. The spirit of literature is undying; it joins the candle and the star, and by the magic of an image, shows that the beauty of the greater is in the less."

It is only our right to present friends of ours to each other. It would be presumptuous in the extreme to present a child whom we knew slightly to a literature which we knew not at all. Does this presuppose preparedness? Yes, and in fullest measure!

A few years ago at one of these meetings I listened to a brilliant discourse on the training of children's librarians and at the time I decided there was not time in all eternity to give the training as outlined. Now I feel sure that such training must begin centuries before the librarian is born and continue into infinity—that past, present and future must join forces to fashion a children's librarian equal to meet the new educational demands.

Some of these new educational demands are the harder to meet because they are unexpressed. In a scheme of education which recognizes only "the varied interests and activities of actual life," is there not left a very clearly defined demand upon children's librarians to supply the need for many of those things which strengthen and heal the soul?